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ABSTRACT

The value of education in the workplace is becoming more evident as businesses face the challenges of the 20th century. Teaching and learning will become even more important for corporate success. If corporations are to be more productive, then one must change the way corporations and the people in them are viewed. Employees can no longer be perceived as individuals expected to do their job without thinking, reasoning, or even challenging company practices and policies. Employees must be viewed as adult learners who must be appreciated for their intellectual growth and rewarded for their human spirit. Edmonds' Effective Schools Model from the 1970s can be adapted to form Clark's Effective Company Model, which includes eight correlates that emphasize collaborative planning, clear goals, and high expectations shared by the entire work force community. The model clearly defines the roles and responsibilities of employers and employees who work collectively toward the same goal. Education in the workplace can broaden employee outlooks far beyond the "training" of the obvious skills. The Effective Company Model provides an opportunity to recognize education in the workplace and the people in it who are responsible for productivity. (KC)

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INNOVATIONS IN HIGHER EDUCATION: MEETING THE NEEDS OF THE AMERICAN WORKPLACE ADULT LEARNER, IS IT EDUCATION OR TRAINING?

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U.S. DEPARTMENT OF EDUCATION
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As we take a serious look at the adult learner in America's workplace, we must identify education in the workplace as a ubiquitous event that permeates every working part of the workplace machine.

Clark, (1993) suggests that the value of education in the workplace is becoming more evident as large and small businesses face the turbulent and taxing challenges of the twentieth century. She reminds us that as we enter a new millennium, teaching and learning will become an even greater dynamic for corporate success as it becomes an integral widget in the complex machinery of our times. In face, she states, "It will be declared a major component in corporate America's cultural DNA" (p.5).

The idea that corporations are transforming into "learning organizations" and that the workplace must embrace lifelong learning, has been met with criticism and curiosity. If we embrace this belief, however, what is clearly lacking is a model for the corporate world that represents a commitment to teaching and learning at the workplace. In its purest form, the CEO must take on the role of master teacher, and the primary responsibility of this individual is to create an environment orchestrated to promote learning. Senge reminds us that learning in this context does not mean acquiring more information, but expanding the ability to produce the results we truly want in life. (p.142).

If we truly wish to increase production, then we must change the way we look at corporations and the people in them. Employees can no longer be perceived as individuals expected to do their job without thinking, reasoning, or even challenging company practices and policies. As we begin to recognize employees as adult learners who must be appreciated for their intellectual growth and rewarded for their human spirit, we must provide an environment to procure this value. As

organizations transfer their focus from the product to the person employed, the outcome is the personal and professional development of the employee that leads to continuous improvement in the companies' products and production.

Edmonds in the early 1970's established a way of looking at effective school organizations and identifying specific attributes that led to their success. He referred to his model as the Effective Schools Model. Adapting the Effective Schools Model to the workforce means transforming the language so that it appropriately describes the paradigm more fitting to the workplace. For our purpose, a list of the primary and process variables provides the foundation for the model, while the efficacy and efficiency dimensions further define it.

The five basic correlates of the Effective Schools Model include: (1) The leadership of the Principal is characterized by substantial attention to the quality of the instruction. (2) There is a pervasive and broadly understood instructional focus. (3) An orderly, safe climate exists that is conducive to teaching and learning. (4) Teacher behaviors convey expectations that all students can learn, and (5) Pupil achievement is used as the measure for program evaluation (Edmonds, 1979: 15-27). Additional process variables include: (1) Collaborative planning and collegial relationships exist. (2) There is a sense of community. (3) Order and discipline exist (Purkey and Smith, 1983: 442-46). MacKenzie (1983) describes an efficacy dimension that addresses high and positive achievement expectations with a constant press for excellence, cooperative learning, teacher empathy, rapport, etc., and an efficiency dimension, that includes effective use of time, intense engagement in learning, and continuous diagnosis, evaluation, and feedback (p.8).

Although transforming these correlates is a challenge, the dramatic effect of this transformation leads to a promising paradigm for the corporate world. Clark's Effective Company Model includes the following correlates: (1) There is a clear mission statement. (2) There exists a belief in the company that all employees can produce. (3) The leadership of the CEO is characterized by substantial attention to the quality of improved performance demonstrated by the ability to educate. (4) There is a pervasive and broadly understood employee improvement focus that embraces teaching and learning. (5) An orderly, safe climate exists that is conducive to on-the-job education. (6) Employee achievement is used as a measure for product evaluation. (7) A positive company and community relationship is developed. (8) Increased success is directly linked to the problem solving skills of the employees in an environment open to developing and rewarding this skill.

Furthermore, this paradigm emphasizes collaborative planning, clear goals and high expectations shared by the entire workforce community. There is also a strong commitment to the effective use of time, including an intense engagement in learning.

What makes this model unique is that is clearly defines the roles and responsibilities of employers and employees who work collectively toward the same goal. Additionally, the Effective Company Model identifies the employee as the adult learner and the CEO as the "procurator" of teaching and learning. In essence, this redefining of roles brings to the corporate world a newly framed relationship between organizational players.

Furthermore, as we consider training versus education for the adult learner in today's workplace, it is imperative that we distinguish between training and education. It is the spirit behind the human purpose that

defines education. Training is something else. Like it or not, the idea that employees "need to be trained" versus the belief that employees will benefit from education, is not the same thing. Education in the workplace can broaden the human dimension by extending the teaching and learning process well beyond the obvious skills needed to improve production (Clark: 1994, p.7). Clark's Effective Company Model provides an opportunity to recognize education in the workplace and the people in it who are responsible for productivity.

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CLARK'S EFFECTIVE COMPANY MODEL

- The leadership of the CEO is characterized by substantial attention to the quality of improved performance demonstrated by the ability to educate.

- There is a clear mission statement

- There exists a belief in the company that all employees can produce.

- There is a pervasive and broadly understood employee improvement focus that embraces teaching and learning.

- An orderly and safe climate exists that is conducive to on-the-job education.

- Employee achievement and growth is used as a measure for product evaluation.

- A positive company and community relationship is developed.

- Increased success is directly linked to the problem solving skills of the employees in an environment open to developing and rewarding this skill.